

Personal and Social Determinants of Fear of Missing Out (FoMO) among University Students in UiTM Lendu

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ABSTRACT

The purpose of this study is to investigate the social and personal factors that influence university students at UiTM Lendu's fear of missing out (FoMO). The main goals are to find out the amount of FoMO that students encounter, investigate the connection between FoMO and social and personal factors, and determine how it affects students' social and personal results. Using a quantitative methodology, 419 respondents were chosen by cluster sampling. Structured questionnaires were used to gather data, and SPSS version 20 was used for analysis. Variable levels were evaluated using descriptive statistics, and the associations and effects of social media use, social support, and social comparison on FoMO were investigated using multiple regression analysis and Pearson correlation. The findings showed that students' levels of FoMO ranged from moderate to high, and there were noteworthy connections between FoMO and the determinants under investigation. By offering insightful information on the variables affecting FoMO, this study advances our knowledge of how it affects college students' well-being.

Keywords: Fear of Missing Out (FoMO), Social Media Usage, Self-Concept, Social Identity, Social Comparison

INTRODUCTION

Fear of missing out (FoMO) is a psychological phenomenon that has increasingly gained attention, particularly among higher education students. The FoMO factor in UiTM Lendu is closely related to the extensive use of social media and exposure to what others are doing, achieving, and experiencing, creating anxious feelings of exclusion (Przybylski et al., 2013). Beyens et al. (2016) explained that inadequacy and social comparison are significant factors in leading to FoMO among college students. Because students constantly engage in social media, there is a continuous development of feelings of missing out on pleasurable experiences or opportunities that others appear to enjoy, adding to emotional distress.

Indeed, past research has revealed that social media use and social comparison are considerable predictors of FoMO, including students' urges to keep themselves updated about others' activities on the internet (Alt, 2015; Ryan & Xenos, 2011). Besides, on the personal level, self-control and social support turn out to play a significant role in the level of FoMO to which individuals suffer (Hamutoglu et al., 2020; Alinejad et al., 2022). FoMO is said to affect the students emotionally but also has an influence on academic performance, mental

health, and social relationships (Kim et al., 2017; Sultan Ibrahim et al., 2022). These effects have the potential to hamper the overall well-being of a student in both personal and social spheres of life. Thus, it becomes vital to find out the root causes of FoMO.

Therefore, the study will be undertaken to establish the levels of FoMO among students at UiTM Lendu based on personal and social determinants. In this regard, the specific objectives of the research are: (1) to identify the level of FoMO among university students; (2) to study the relationship between FoMO and social and personal determinants; and (3) to establish the effect of FoMO on students' social and personal outcomes. Through an investigation into these objectives, this study will have contributed to an understanding of the way in which FoMO impacts university students' well-being and how this is shaped through their use of social media, available social support, and engagement in social comparisons.

This analysis will hence provide the necessary understanding of the variables influencing FoMO and its consequences on university students' mental health and social behaviours. In essence, the research will be able to base itself on a comprehensive overview of these determinants and thus will provide essential recommendations on the management and reduction of the negative impacts of FoMO on student life (McKee et al., 2022; Amelisastri et al., 2024).

Problem Statement

Fear of Missing Out (FoMO) has emerged as a significant psychological phenomenon, particularly among university students who are increasingly reliant on social media. The pervasive use of social platforms exposes students to others' experiences, achievements, and social activities, intensifying feelings of inadequacy, exclusion, and emotional distress. Research highlights that social media usage and social comparison are key contributors to FoMO, with students feeling compelled to stay constantly updated about their peers' activities. This compulsion not only disrupts their emotional well-being but also negatively impacts their academic performance, mental health, and social relationships.

At UiTM Lendu, the prevalence of social media engagement among students raises concerns about the extent of FoMO and its implications. Despite its potential to harm students' overall well-being and hinder their personal and social development, there remains a lack of empirical understanding of the factors contributing to FoMO in this specific context. The role of personal determinants, such as self-control and social support, in moderating FoMO is particularly understudied, leaving gaps in strategies for its effective management. This study focuses on three main objectives:

1. To identify the level of FoMO among university students.
2. To examine the relationship between FoMO with social and personal determinants.

Addressing these issues will provide valuable insights into the underlying causes of FoMO and inform targeted interventions to mitigate its adverse effects on students' mental health, academic outcomes, and social interactions.

LITERATURE REVIEW

FEAR OF MISSING OUT (FoMO)

The Fear of Missing Out (FoMO) is a psychological phenomenon that has drawn a lot of attention, especially among university students. It is described as the widespread fear that others might have rewarding or fun experiences from which one is not present. Social media use is strongly associated with FoMO, which can have a major impact on academic

performance and mental health. This issue is especially relevant to UiTM Lendu students, as the combination of social expectations and academic demands creates an atmosphere that leads to FoMO.

FoMO, or Fear of Missing Out, is popularised by Przybylski et al. (2013). This concept is based on the basic human longing for belonging and social connection. It often takes the shape of a great deal of social comparison, feelings of dissatisfaction, and an excessive reliance on digital platforms to stay informed (Amelisastris et al., 2024; Hamutoglu et al., 2020).

According to research, university students who experience FoMO have higher levels of anxiety and depression. In relation to one study, higher levels of FoMO are associated with psychological distress, which includes loneliness and a lower level of life satisfaction (McKee et al., 2022; Sultan Ibrahim et al., 2022). This is particularly challenging as students balance their social media use with their academic responsibilities, which increases their anxiety about missing out on social events or experiences shared by peers.

Students at UiTM Lendu regularly experience high levels of stress as a result of their academic pressure, which can make them feel even more anxious. Students may stay informed about their friends' activities thanks to smartphones' constant connectivity. However, this could create a vicious cycle of comparison and dissatisfaction. According to a study done on final-year college students, frequent social media users are more likely to suffer from FoMO, which impacts their mindfulness and general well-being (Sa'id et al., 2022). This relationship suggests that social media distractions may make it difficult for students to stay focused on their academics, which could worsen academic challenges.

Furthermore, FoMO can lead to maladaptive behaviours among university students. For example, it has been connected to lower grades in academic performance and a rise in smartphone addiction (Alinejad et al., 2022). Students may begin to prioritise social media engagements above their academic responsibilities, which essentially results in them paying less attention in class and losing interest in lectures. Beyond personal experiences, the effects of FoMO also have an impact on larger campus dynamics. Institutions like UiTM Lendu need to acknowledge that FoMO is common among their student populations and consider putting treatments in place to reduce its consequences. Initiatives could include supporting digital wellness initiatives that promote safe smartphone use, creating settings that value face-to-face interactions, and providing mental health support resources.

In the digital age, FoMO has grown in popularity, thanks to social media, which provides frequent updates on peers' activities, achievements, and experiences. This accessibility can intensify feelings of isolation, leading to stress, low self-esteem, and mental health challenges like depression and anxiety (Sultan Ibrahim et al., 2022). Even though FoMO could motivate people to stay in touch, its overpowering impact can give rise to negative habits, including excessive social media use, procrastination, and disregard for one's personal goals (Abdullah Manap et al., 2024). On the other hand, personal traits like self-control and self-regulation are associated with reducing these effects and allow people to put their own well-being ahead of social comparisons (Amelisastris et al., 2024).

The Influence of Social Media Usage on Personal Fear of Missing Out (FoMO)

The rise of social media has significantly contributed to the development of personal Fear of Missing Out (FoMO), with platforms like Instagram, TikTok, and Facebook amplifying this phenomenon. Przybylski et al. (2013) define FoMO as a psychological state where individuals feel anxious or uncomfortable due to the belief that others are having more fulfilling experiences. This anxiety is exacerbated by social media's ability to display curated

content that portrays idealised versions of life, intensifying feelings of inadequacy and exclusion.

According to Suwandi et al. (2022), FoMO is largely caused by unmet psychological requirements for self and connection, and teenagers continue to use the internet to give those impacted the impression that their psychological needs are being satisfied. Evidently, the internet provides an avenue through which teens curate and control their social personas, receiving instant feedback while feeling a part of a community greater than their individual selves. However, it is clear that dependency will develop an uncomfortable cycle of not being comfortable without such interactions.

Social media addictions like Instagram are influenced by FoMO, or the fear of missing out. This may occur as a result of teens using Instagram to satiate their urge to stay up to date on their friends' latest information and to avoid being abandoned by them (Rahardjo & Mulyani, 2020). The algorithmic nature of social media platforms plays a crucial role in amplifying personal FoMO. Algorithms prioritise content that triggers strong emotional responses, including envy and anxiety, creating a feedback loop where users are exposed to an endless stream of posts that reinforce feelings of inadequacy (Beyens et al., 2016). This constant exposure fuels the perception that others are achieving more, exacerbating personal FoMO and negatively impacting self-esteem.

According to Varchetta et al. (2020), growing social network addiction further heightens the feeling of exclusion and the perception that others are enjoying fulfilling lives while one is away. Exposure to carefully chosen, idealised social media information on a regular basis aggravates FoMO, making people feel excluded and detached and raising anxiety, despair, and low self-esteem. Personal FoMO extends beyond missing out on social interactions to concerns about personal achievements, career progression, and life milestones. The content on social media often highlights others' successes, making users feel as though they are falling behind in comparison. Hamutoglu et al. (2020) found that social media addiction (SMA) directly correlates with heightened personal FoMO, as individuals increasingly turn to these platforms to validate their self-worth and measure their progress against their peers.

Furthermore, the compulsive nature of social media usage intensifies personal FoMO. The need to constantly check updates and post idealised versions of one's life often detracts from real-world personal growth and well-being. Yazkan (2022) highlights that individuals who engage more frequently with social media report higher levels of personal FoMO, as their reliance on the platforms fosters a cycle of dissatisfaction and anxiety about their own lives.

The psychological impacts of personal FoMO are profound, including increased stress, anxiety, and dissatisfaction with life. Exposure to curated social media content reinforces the belief that others are living more meaningful lives, making individuals more likely to compare themselves unfavourably to their peers. Such comparisons erode self-confidence and foster a persistent sense of falling short.

To address the influence of social media usage on personal FoMO, it is essential to adopt strategies that promote healthier online habits. These include limiting time spent on social media, curating a more balanced feed, and encouraging offline activities that reinforce self-worth independent of online validation. Additionally, raising awareness about the curated nature of social media content can help users critically evaluate the unrealistic portrayals of success and happiness they encounter online.

In conclusion, the pervasive use of social media significantly contributes to the development of personal FoMO by fostering constant comparisons and highlighting idealised

versions of life. Addressing these challenges requires a concerted effort to promote mindful social media use and support individuals in cultivating self-worth beyond the digital sphere.

The Relationship Between Social Media Usage and Social Fear of Missing Out (FoMO)

Social media includes a diverse set of tools that allow users to exchange ideas and information. More than 5 billion people use social media, including platforms like Facebook, Instagram, X (formerly Twitter), and YouTube, which accounts for around 62% of the global population (Dollarhide, 2024). The use of social media is essential nowadays, providing up-to-date information, which is especially useful for students. For instance, students can learn about events or programs by browsing posts on their institution's social media. However, this can lead to a fear of missing out (FoMO), as students may feel left out if they do not engage in activities they see on social media.

According to Cabrera (2019), a moderate level of FoMO can increase alertness, but excessive fear of missing out can hinder one's ability to remain focused. College students may overuse the Internet due to heightened FoMO. This overuse can result in addiction, as social media apps often replace real-life social connections, fostering obsessive overconsumption (Goldman & Armitage, 2021). Social media serves many purposes, such as staying connected with friends, learning, researching products, and keeping up with news and events (Xinhong Zhu, 2023). While these uses can be positive, excessive use can have a negative impact on students' well-being.

FoMO significantly influences how students interact with social media. While it can help students stay connected and informed, excessive FoMO can lead to addiction, interfering with their concentration, sleep, and overall health. Research by Newsom (2023) shows that those who experience more FoMO are more likely to check social media within 15 minutes of trying to sleep, contributing to sleep problems. Moreover, the temptation to stay updated can be overwhelming, leading to negative impacts on students' energy, academic performance, and relationships. Excessive social media use can result in physical and mental stress, eye strain, and poor posture (Singh, 2023).

FoMO is strongly associated with social media, as it is linked to higher levels of engagement and problematic attachment (R Dewi & Sari, 2022). This attachment can prioritize virtual interactions over real-life ones, seeking validation or a sense of belonging online. Such behaviour can negatively affect mental health, leading to anxiety and loneliness. Healthy social media practices, real-life relationships, and personal development outside of the digital space are crucial to mitigating these negative effects.

FoMO is frequently connected with social media because it is linked to greater levels of engagement and problematic addiction" (Rahardjo & Mulyani, 2020). Social media feeds often feature idealized or exclusive content, making users feel left out even without participating in the experience. This emotional dependency can lead to addiction, as users seek reassurance or inclusion online.

FoMO can drive you to glance at your phone every few minutes for updates or feel the need to react to every notification, sometimes putting you at risk while driving, sacrificing sleep at night, or placing social media engagement above in-person relationships" (Ananda et al., 2023). This pressure to stay updated and respond immediately can harm both personal well-being and safety. Checking the phone while driving or sacrificing sleep disrupts real-life interactions and increases the imbalance between the virtual and real world.

Psychological Effects of Personal Fear of Missing Out (FoMO) And Social Fear of Missing Out (FoMO)

Young people, especially college students and teenagers, are particularly vulnerable to both personal and social fear of missing out (FoMO). Research indicates that due to their developmental stage, adolescents are more likely to seek social approval and validation, making them highly susceptible to the pressures of social comparison. As their lives become increasingly entangled with social media, they are constantly exposed to the curated, idealized lives of others, which often triggers both social and personal FoMO. According to Tica Chyquitita (2024), adolescents tend to spend excessive amounts of time on social media to avoid missing out on key social interactions and experiences. This constant need to stay connected can have detrimental effects on their psychological well-being, as it heightens anxiety and contributes to feelings of inadequacy.

O'Connell (2020) notes that many teenagers exhibit behaviours such as checking their phones immediately upon waking up and spending large portions of their day on their devices, all driven by the fear of missing out. This overuse of social media can exacerbate feelings of social exclusion, leading to increased levels of stress and anxiety when they are not included in social experiences or events. Young people often compare themselves to their peers in various domains, including academic success, career achievements, and personal relationships. This constant comparison can foster a sense of personal FoMO, where individuals feel inadequate or left behind when they perceive that their peers are achieving more or living more fulfilling lives. Jaiswal (2023) found that personal FoMO has a significantly negative impact on young people's self-esteem, particularly when it comes to their academic and career milestones.

The role of social media in amplifying these comparisons is critical, as algorithms on platforms like Instagram and TikTok often highlight "trending" posts, successes, and life milestones, making it increasingly difficult for young people to avoid measuring their own lives against the idealized versions shared online. This skewed representation of success on social media can intensify feelings of personal inadequacy, as individuals perceive others as having more perfect or fulfilling lives. According to Suwandi et al. (2022), when people feel incapable of a task, they tend to feel hopeless or frustrated. Unmet psychological needs, such as inadequacy and unconnectedness, usually lead a person to seek self-validation on social media, which will only help temporarily. This feels more like comparing and frustrating, making one feel much more helpless when things don't pan out. Over time, building dependency cuts self-worth easily and opens the self-up to problems like FoMO.

Instagram is frequently used by young people, particularly college students, as a platform for identity formation and self-expression. However, as they follow trends and look for peer approval, this can also lead to a loss of individuality. Feelings of FoMO can be made worse by the pressure to follow viral trends, which makes people value social media interaction over in-person interactions (Ananda et al., 2023). The constant viewing of idealized lives on Instagram can lead to compulsive comparison, reducing the meaningfulness of virtual relationships. Digital mindfulness and true connections are essential for emotional health and well-being. Instagram itself is a social media platform that encourages openness and self-expression in social relations or friendships. This can increase feelings of FoMO by pushing users to share highlights of their lives, thus fostering a comparison culture. For many, seeing others' seemingly perfect lives could lead to feelings of inadequacy and exclusion, particularly for those with low self-esteem or social anxiety. Mindfulness toward social media use is important, as it helps individuals understand that online portrayals are often selected rather than fully representative.

The Influence of Social Identity on Fear of Missing Out (FoMO)

Fear of Missing Out (FoMO) is heavily influenced by social identity, a concept that reflects the self-construct in relation to various social groups within a society. Social identity also influences the group dynamics as it caters to the members' sense of belonging, which in turn can exacerbate FoMO in situations where one feels left out or not fully integrated in the group. FoMO can be understood considering the need to reinforce one's social identity with a set group, as noted by Groenestein et al. (2024), in cases where an individual believes their attachment to the group will help to maintain their standing within the set group.

Group dynamics also amplify the effect of FoMO, especially in settings where group activities are highly observable, such as social media networks. Social media showcases social events in real time, and, by doing so, it has become easier for people to learn what their groups are doing without them. This visibility amplifies the salience of group memberships and triggers feelings of exclusion or inadequacy. Zhu et al. (2022) note that individuals with a high level of attachment to their social groups are more likely to experience FoMO because they fear losing social relevance or missing opportunities to strengthen their group bonds.

Also, social identity plays a role in the processing of FoMO. Individuals who draw more of their self-worth from group memberships are going to have a much more difficult time with FoMO since their sense of belonging and validation is greatly linked to being included in group activities. Deniz (2021) believes that unsatisfied social needs for relatedness and inclusion induce people to engage in compensatory behaviours to restore one's status within the group, like social media overuse or excessive seeking of social validation. Such cycles typically reinforce FoMO since it is as if they feel captured by the necessity of continuous reconfirmation of their social self.

The Relationship Between Smartphone Usage and Personal Fear of Missing Out (FoMO)

In today's society, staying up to date on knowledge is fundamental. Smartphones make this easier for us as technology advances. As a result, they have become a fundamental component of our daily lives. Unfortunately, researchers characterised smartphone use as problematic if it involves someone losing their sense of control over it (Wong, 2024). This might occur when someone is afraid of missing out because they don't want to miss out on everything that happens.

From the article by Sun (2022), said individuals with a strong future orientation are more likely to have anticipated the negative implications of smartphone use, illustrating how FoMO can encourage problematic smartphone use. This is because people commonly use smartphones for information exchange. These technological wonders, which make people's lives easier in a variety of ways but can lead to addiction if used excessively (Bal, 2020). Besides, in the article by Cabrera (2019), it is said that FoMO may contribute to college students' increased use of social media, leading to compulsive behaviour on mobile devices such as phones, tablets, and laptops. This is because students must use it to make it easier for them to complete their assignment or have updated information about their university activities. Smartphones let educators and students communicate with one another and provide students with immediate input (Loveless, 2024).

In my perspective, FoMO has a significant impact on how college students utilise smartphones. Students who are concerned about missing out on social activities or updates are more likely to frequently check their smartphones even in the classroom, which leads to excessive use. Research also says that students stated that using smartphones in the classroom could affect their concentration and capacity to learn (Attia, 2017). This can be problematic since it distracts them from important tasks and causes unnecessary tension. Excessive

smartphone screen time and inactivity can result in an unhealthy way of life, lack of physical activity, and health issues (Punir, 2021). Over time, this cycle of continuous checking might have a severe impact on their health and productivity.

The Relationship Between Self-Concept and Personal Fear of Missing Out (FoMO)

Self-concept, meaning how one perceives oneself, is an important factor in understanding the experience of fear of missing out (FoMO). A fragile or negatively skewed self-concept intensifies FoMO because individuals may feel less accomplished than others. As stated by Deniz (2021), individuals with a less positive self-concept are more likely to experience stronger effects of FoMO, believing their abilities are inadequate to participate in or contribute to enjoyable experiences. This perception leads to anxiety and dissatisfaction from unfavourable comparisons with others.

FoMO also impacts an individual's self-image through repeated exposure to idealised portrayals of others on social media. According to Groenestein et al. (2024), individuals with a weaker self-concept often rely on external validation to reinforce their self-worth. This dependence creates a vicious cycle, where users turn to social media for affirmation but feel increasingly inadequate due to unattainable standards portrayed online. For instance, observing friends engaged in exciting activities or reaching milestones can result in self-doubt and feelings of exclusion, further undermining self-image.

Conversely, a strong and positive self-concept serves as a foundation for emotional resilience, allowing individuals to base their self-worth on intrapersonal factors rather than social comparisons (Zhu & Xiong, 2022). Those with a low self-concept, however, may struggle to resist FoMO-triggering content, which heightens emotional strain and diminishes life satisfaction. These trends suggest that fostering a strong self-concept is critical in combating FoMO and its adverse effects.

The connection between self-concept and FoMO highlights the importance of self-awareness and self-acceptance. Embracing one's unique strengths and achievements, rather than comparing oneself to others, is essential. Universities and organisations can support this by hosting workshops on self-esteem and emotional intelligence to help individuals navigate social media pressures. Promoting environments that encourage self-acceptance and intrinsic motivation can build resilience against FoMO, fostering healthier self-concepts and overall well-being.

The Relationship Between Self-Concept and Social Fear of Missing Out (FoMO)

Self-concept refers to our personal perception of who we are, which includes all of our ideas and feelings about ourselves physically, personally, and socially. Self-concept also includes our understanding of our conduct, abilities, and distinguishing characteristics (Vinney, 2024). Self-esteem, on the other hand, is an emotional assessment of our worth, indicating how much we value and like ourselves. The two have no separation: a positive self-concept typically leads to higher self-esteem, whilst a negative self-concept may result in lower self-esteem.

In the article by Alutaybi (2024), it is said that in order to decrease FoMO, self-esteem must be increased, which can be accomplished by changing one's attitude. This realising that popularity is not defined by social media interactions or immediate responses. High self-esteem has a useful influence on self-concept. High self-esteem is an attitude that helps you value your strengths, address your flaws, and feel good about yourself and your life (Vanbuskirk, 2023). This means that high self-esteem, as part of self-concept, allows you to recognize your strengths, accept your shortcomings, and develop a positive sense of identity, which shapes how you see and value yourself. According to Che Amat (2024), they said that

the majority of students were content with their life, but they also reported high levels of social media addiction, moderate self-esteem, and fear of missing out. Despite feeling content with their lives, they suffer from all of it, which reflects issues in their self-concept. These characteristics determine how they evaluate their worth, manage social relationships, and connect personal identity with external outside pressures.

In my viewpoint, students frequently base their self-concept on how they are perceived online, leading to a reliance on social media for affirmation. While many students report feeling satisfied with their lives, their modest self-esteem and frequent usage of social media indicate that online interactions have an impact on their self-worth (Groenestein, 2024). To lessen FoMO, it is vital to change one's mindset and boost self-esteem by acknowledging that social media does not define popularity or self-worth, ultimately contributing to a healthier and more secure self-concept.

METHODOLOGY

This study employed a quantitative methodology, collecting data through surveys involving 419 university students. The survey was distributed using Google Forms between 18 November 2024 and 8 December 2024. The sample size was determined using Krejcie and Morgan's sample size table. The data were analyzed using descriptive statistics to understand the level of each variable, such as the mean and standard deviation, Pearson correlation analysis to determine relationships between variables (e.g., social media usage [SMU], self-identity [SI], self-concept [SC], smartphone usage [SU], and gender), and multiple regression analysis to identify the effects of independent variables on the dependent variable.

The variables were measured using established scales: social media usage (SMU) by Rapp et al. (2013), self-concept (SC) by Angelis et al. (2012), social identity (SI) by Nario-Redmond et al. (2004), and smartphone usage (SU), which has been utilized in several studies (Cheever et al., 2014; Hoffner & Lee, 2015; Smith, 2015). This deductive approach tests the relationships and effects between variables based on existing theories, making it suitable for understanding the personal and social factors influencing fear of missing out (FoMO) among students.

FINDINGS

This study explores the extent to which social media is used, the self-concept, social identity, usage of smartphones, and experience of FoMO among the respondents (n=419). The results showed varied levels for each variable. Social media usage ranged from moderate to frequent. The respondents primarily used social media to keep themselves updated about campus events, friends, and community activities. Overall, the general level of self-concept of respondents was moderately placed; even among the facets such as self-satisfaction and confidence, the scores were not equated on all aspects. In the social identity level, respondents seemed to have a connectedness with their social groups, gender identity, and national identity at a moderate to high level. High levels were reported in messaging, accessing social media, and multimedia consumption for smartphone usage. Meanwhile, personal and social FoMO were at a moderate level, with respondents feeling more anxious and left out when they could not participate in certain events or opportunities.

Moreover, the analyses of the correlations showed significant relationships among the study's variables. It could be obtained from the results that individuals who use social media more have high levels of FoMO, especially about personal and social opportunities. Also, the findings indicated that there is a significant relationship between a higher sense of self-concept and full sense of social identity; that is, the people who have a better-defined sense of

belonging have favourable self-perceptions. These findings give meaning to the interconnectedness of these variables and how each factor influences others.

These findings have implications for the role of social media and smartphone use in shaping one's self-concept and belonging to others. It seems this is an interrelated relationship that requires further investigation with regard to how to minimize the negative effects of FoMO while allowing for positive social contacts and self-identity.

Table 1: Demographic Profile (n=419)

Demographic Variable	Category	Frequency	Percentage (%)
Age	18	34	8.3%
	19	117	28.6%
	20	133	32.5%
	21	60	14.7%
	22	52	12.7%
	23	6	1.5%
	24	7	1.7%
Gender	Male	143	34.1%
	Female	276	65.9%
Ethnicity	Malay	382	91.2%
	Chinese	30	7.2%
	Indian	5	1.2%
	Bumiputera	2	0.4%
Living Area	Urban Area	240	57.3%
	Rural Area	176	42.7%
Faculty	Faculty of Art and Design	50	11.9%
	Faculty of Accountancy	68	16.2%
	Faculty of Business and Management	91	21.7%
	Faculty of Communication and Media Studies	111	26.5%
	Faculty of Hotel and Tourism Management	34	8.1%
	Academy of Contemporary Islamic Studies (ACIS)	20	4.8%
	Academy of Language Studies (ALS)	45	10.7%
Year of Study	Year 1 / Semester 1 & 2	112	26.7%
	Year 2 / Semester 3 & 4	139	33.2%
	Year 3 / Semester 5 & 6	149	35.6%
	Year 4 / Semester 7 & 8	19	4.6%
Academic Level	Pra Diploma	39	9.3%
	Diploma	251	59.9%
	Degree	92	22.0%
	Master	37	8.8%

Table 1 outlines key characteristics of the survey respondents from UiTM Lendu's students, including their age, gender, ethnicity, living area, faculty, year of study, and academic level. A total of 419 respondents participated, with the largest age group being 20 years old (32.5%), followed by 19-year-olds (28.6%). The majority of respondents were female,

making up 65.9% of the total (276 out of 419), while males accounted for 34.1%. This highlights that the survey successfully reached the intended target audience, as females were the focus. The majority of participants identified as Malay (91.2%), and most resided in urban areas (57.3%).

The academic level breakdown reveals that 59.9% of respondents are diploma students, while degree students make up 22%, and master's students account for 8.8%. This distribution aligns with the composition of the academic levels among the target audience.

In summary, the demographic data emphasizes that a significant portion of the survey's respondents were female, reflecting the target audience's demographic focus.

Table 2: Mean Scale

Level	Mean Range
1.00 – 2.33	Low
2.34 – 3.66	Moderate
3.67 – 5.00	High

Research Objective 1: To identify the level of FoMO among university students.

Table 3: The Level of Social Media Usage (n=419)

Code	Item	Mean	Std. Deviation
SMU1	I use social media to be updated with recent trends and activities among friends and peers	3.87	1.278
SMU2	I use social media to feel connected to other people's daily life.	3.90	1.236
SMU3	People use social media to reach me.	3.84	1.222
SMU4	I use social media to stay updated with campus events, activities, and other social gatherings.	3.95	1.201
SMU5	I use social media to make sure I do not miss any important update or announcement.	3.90	1.239
SMU6	I use social media to participate in conversations or interactions that go on in my social circles.	3.88	1.237
SMU7	My relationship with my friends and classmates is enhanced by social media.	3.65	1.242
Total		3.86	8.70

Table 3 represent the descriptive statistics for the level of social media usage (SMU), show that SMU4 has the highest mean of 3.95 and a standard deviation of 1.201, indicating that students mostly use social media to stay updated about their campus activities. In contrast, SMU7 has the lowest mean of 3.65 with a standard deviation of 1.242. This suggests that while some students agree, there is more disagreement about social media's impact on relationships. Overall, the means range from 3.65 to 3.95, indicating that while social media is positively viewed for staying informed, its impact on relationships is more varied. The standard deviations indicate moderate variability in responses.

Table 4: The Level of Self-Concept (n=419)

Code	Item	Mean	Std. Deviation
SC1	Self-satisfaction	3.07	1.313
SC2	Self-criticism	3.06	1.287
SC3	Self-esteem	3.06	1.279
SC4	Self-empowerment	3.05	1.258
SC5	Self-confident	2.97	1.259
SC6	Self-worth	3.03	1.351
Total		3.04	1.3

Table 4 presents the descriptive statistics for the level of self-concept. SC1 (self-satisfaction) has the highest mean of 3.07 and a standard deviation of 1.313, indicating that students are generally satisfied with themselves, although responses vary to some degree. On the other hand, SC5 (self-confident) has the lowest mean of 2.97 with a standard deviation of 1.259, suggesting that students feel less confident about themselves, with a relatively consistent but lower level of confidence compared to other aspects. The total mean is 3.04 with a standard deviation of 1.3, reflecting a moderate, neutral to positive self-concept overall, with some variability in how students rate themselves across different dimensions.

Table 5: The Level of Social Identity (n=419)

Code	Item	Mean	Std. Deviation
SI1	The similarity I share with others in my group(s)	3.30	1.186
SI2	My sense of belonging to the social groups or communities (e.g., academic clubs, sports teams, online communities)	3.17	1.212
SI3	My sense of belonging to my racial or ethnic group	3.41	1.169
SI4	My sense of belonging to my gender group	3.51	1.240
SI5	How important the colour of my skin is to my social identity	2.95	1.347
SI6	My sense of belonging as a citizen of my country	3.60	1.103
Total		3.32	1.2095

Table 5 shows the descriptive statistics for the level of social identity for six items related to social identity (SI). Among these, SI6 has the highest mean of 3.60 with a standard deviation of 1.103, indicating a strong sense of belonging to their country, with fairly consistent responses. In contrast, SI5 has the lowest mean of 2.95 and a standard deviation of 1.347, showing that students feel the colour of their skin is less important to their social identity. The total mean of 3.32 and standard deviation of 1.2095 reflect a moderate overall sense of belonging to various social groups, but with some diversity in how strongly students identify with these groups. The responses highlight that students generally feel a sense of belonging to their gender and country groups, while the importance of skin colour to their social identity is considered less significant.

Table 6: The Level of Smartphone Usage (n=419)

Code	Item	Mean	Std. Deviation
SU1	I'm using a smartphone to make and receive video or voice calls.	4.05	1.183
SU2	I'm using a smartphone to send and receive text or instant messaging.	4.26	1.119
SU3	I'm using a smartphone to send and receive emails.	3.80	1.260
SU4	I'm using a smartphone to access to social networking sites.	4.24	1.083
SU5	I'm using a smartphone to access the Internet or websites.	4.24	1.117
SU6	I'm using a smartphone to play games.	3.77	1.318
SU7	I'm using a smartphone to listen to music or podcasts or radio.	4.14	1.140
SU8	I'm using a smartphone to take pictures or videos.	4.16	1.225
SU9	I'm using a smartphone to watch videos or TV or movies.	4.02	1.186
SU10	I'm using a smartphone to read books or magazines.	3.48	1.354
SU11	I'm using a smartphone for maps or navigation.	4.00	1.232
Total		4.01	12.1

Table 6 presents the descriptive statistics for the level of SU (smartphone usage). The highest mean is for SU2 with a mean of 4.26 and a standard deviation of 1.119, indicating that texting and messaging are the most commonly used functions, with consistent responses. The lowest mean is for SU10 with a mean of 3.48 and a standard deviation of 1.354, suggesting that reading on smartphones is less frequent. The overall average mean is 4.01 with standard deviation of 12.1, showing that smartphone usage for most activities is high, but reading books or magazines is used less often compared to other functions.

Table 7: The Level of Personal FoMo (n=419)

Code	Item	Mean	Std. Deviation
PF1	I feel anxious when I do not experience events/opportunities.	3.37	1.233
PF2	I believe I am falling behind compared with others when I miss events/opportunities.	3.45	1.223
PF3	I feel anxious because I know something important, or fun must happen when I miss events/opportunities.	3.32	1.288
PF4	I feel sad if I am not capable of participating in events due to constraints of other things.	3.42	1.274
PF5	I feel regretful of missing events/opportunities.	3.41	1.265
Total		3.39	1.26

Table 7 shows the descriptive statistics for the level of personal FoMO (PF) items. The item PF2 has the highest mean of 3.45 and a standard deviation of 1.223, indicating that students feel relatively strongly about falling behind when they miss out on events, with moderate consistency in responses. The lowest mean is for PF3, with a mean of 3.32 and a standard deviation of 1.288, suggesting that anxiety about missing out on something fun or important is less common and varies more among students. The total mean is 3.39 with a standard deviation of 1.26, reflecting a moderate level of FoMO, with some variation in how strongly students experience anxiety, regret, or a sense of falling behind when missing opportunities.

Table 8: The Level of Social FoMo (n=419)

Code	Item	Mean	Std. Deviation
SF1	I think my social groups view me as unimportant when I miss events/opportunities.	3.25	1.300
SF2	I think I do not fit in social groups when I miss events/opportunities.	3.26	1.326
SF3	I think I am excluded by my social groups when I miss events/opportunities.	3.24	1.305
SF4	I feel ignored/forgotten by my social groups when I miss events/opportunities.	3.27	1.362
Total		3.26	1.323

Table 8 presents the descriptive statistics for the level of social FoMO (SF). The highest mean of 3.27 is for SF4 with a standard deviation of 1.362, suggesting that students moderately feel forgotten by their social groups if they miss any opportunities. The lowest mean of 3.24 is for SF3, indicating that students are less likely to feel excluded, though responses still vary moderately. The overall mean of 3.26 with a standard deviation of 1.323 reflects a moderate level of social disconnection when missing events, with students experiencing varying degrees of being ignored or unimportant by their social groups.

Research Objective 2: To examine the relationship between FoMO with Social and Personal Determinants.

Table 9: Correlation

Correlations		SMU	SC	SI	SU	PF	SF
SMU	Pearson Correlation	1	-.106*	.233**	.566**	.325**	.207**
	Sig. (2-tailed)		.029	.000	.000	.000	.000
	N	419	419	419	419	419	419
SC	Pearson Correlation	-.106*	1	.378**	-.026	-.246**	-.308**
	Sig. (2-tailed)	.029		.000	.594	.000	.000
	N	419	419	419	419	419	419
SI	Pearson Correlation	.233**	.378**	1	.276**	.144**	-.056
	Sig. (2-tailed)	.000	.000		.000	.003	.250
	N	419	419	419	419	419	419
SU	Pearson Correlation	.566**	-.026	.276**	1	.334**	.163**
	Sig. (2-tailed)	.000	.594	.000		.000	.001
	N	419	419	419	419	419	419
PF	Pearson Correlation	.325**	-.246**	.144**	.334**	1	.532**
	Sig. (2-tailed)	.000	.000	.003	.000		.000
	N	419	419	419	419	419	419
SF	Pearson Correlation	.207**	-.308**	-.056	.163**	.532**	1
	Sig. (2-tailed)	.000	.000	.250	.001	.000	
	N	419	419	419	419	419	419

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

The correlation table (Table 9) reveals key relationships between variables related to fear of missing out (FoMO). The strongest positive correlation is between social media usage (SMU) and smartphone usage (SU) ($r = 0.566$), meaning more social media usage is linked to higher smartphone usage. Personal FoMO (PF) and Social FoMO (SF) also show a moderate positive correlation ($r = 0.532$), suggesting that higher FoMO is associated with greater feelings of social exclusion.

Self-Concept (SC) negatively correlates with SF ($r = -0.308$), indicating that those with a stronger self-concept feel less excluded. A weak negative correlation exists between SC (self-concept) and PF (personal FoMO) ($r = -0.246$), meaning that individuals with higher self-concept tend to experience less FoMO.

Moderate positive correlations between SMU and PF ($r = 0.325$) and SU and PF ($r = 0.334$) suggest that increased usage of social media and smartphones is linked to higher FoMO. However, some correlations, like SU (Smartphone Usage) and SC (Self-Concept) ($r = -0.026$) and SI (Social Identity) and SF (Social FoMO) ($r = -0.056$), show no meaningful relationships.

In summary, higher FoMO is linked to more social media and smartphone usage, while a stronger self-concept reduces FoMO and feelings of social exclusion.

DISCUSSION

The findings of this study provide valuable insights into the relationship between Fear of Missing Out (FoMO), personal and social outcomes, and key determinants such as smartphone usage (SU), social media usage (SMU), self-concept (SC), and social identity (SI). These findings are particularly relevant within the context of university students, who exhibit high engagement with technology and social platforms.

The results indicate a high prevalence of smartphone use among university students. Among the various activities performed on smartphones, the most common were messaging (Mean = 4.26) and accessing social networking sites (Mean = 4.24). In contrast, activities related to intellectual development, such as reading books or magazines, were less frequent (Mean = 3.48). These findings suggest that smartphones are primarily used for interaction and entertainment rather than academic or intellectual pursuits. This supports the notion that smartphones have become an integral part of students' daily lives, increasing their dependence on these devices for communication and entertainment.

When examining FoMO, both personal FoMO (PF) and social FoMO (SF) yielded moderate scores among university students. The highest PF score (Mean = 3.45) reflects students' fear of falling behind or missing valuable opportunities, highlighting the significant impact of social comparisons. Similarly, the highest SF score (Mean = 3.27) indicates that students often feel overlooked by their social groups. These findings underscore the widespread influence of FoMO on emotional well-being, as both personal and social dimensions of FoMO are shaped by concerns over exclusion or missed experiences.

Correlation analysis further supports these findings, revealing a positive relationship between smartphone and social media usage and PF ($r = 0.334$, $p < 0.01$) as well as SF ($r = 0.325$, $p < 0.01$). This suggests that increased engagement with these platforms heightens students' feelings of exclusion and social comparison. The frequent exposure to curated content on social media may contribute to a sense of inadequacy or being left out of social events and opportunities. Conversely, self-concept (SC) exhibits a negative relationship with both PF ($r = -0.246$, $p < 0.01$) and SF ($r = -0.308$, $p < 0.01$). This indicates that individuals with higher self-concept are less affected by FoMO. A possible explanation is that students with strong self-concepts are more self-assured and less dependent on external validation or social comparisons. Overall, these findings highlight the critical role of technology use in

shaping university students' experiences of FoMO. The reliance on smartphones and social media for social engagement may contribute to heightened FoMO, while a strong self-concept appears to mitigate its effects. Understanding these relationships is essential for developing strategies to foster healthier digital habits and promote emotional well-being among students.

CONCLUSION

The study reveals several important conclusions regarding university students' social media usage, self-concept, social identity, and Fear of Missing Out (FoMO). With an average score of 3.82, students primarily use social media to stay informed about campus events, though its impact on personal relationships appears to be less significant. In terms of self-concept (SC), students report a moderate level (Mean = 3.55), with greater satisfaction than confidence. While skin color is found to be a less significant factor, social identity (SI) plays a substantial role, particularly in gender and societal group associations, with a high average score of 4.02. Despite reading being a less frequent activity, smartphone usage (SU) remains strong (Mean = 3.90), primarily for social networking and messaging purposes. Furthermore, both personal FoMO (PF) and social FoMO (SF) are moderate, with PF (Mean = 3.66) reflecting a greater concern about falling behind, while SF (Mean = 3.51) indicates a sense of social isolation. These findings provide valuable insights into students' digital habits, self-perceptions, and social experiences, emphasizing the role of technology in shaping their daily interactions and psychological well-being.

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